



## Part 3. Skipping Skills



# Part 3. Skipping skills

## Overview



Australian children have been jumping rope with Heart Foundation Jump Rope for Heart since 1983. Jump Rope for Heart is renowned for being one of Australia's most popular physical activity programs. Since its inception, more than 90 per cent of all Australian children have participated in this fun, active program.

With 25 per cent of Australian children being overweight or obese, it is important we show them that being active can be great fun while also being very beneficial. Skipping has a variety of health benefits including improved cardiovascular fitness, increased muscular strength and endurance, improved flexibility and coordination, improved timing and rhythm, along with balance and agility, increased social skills and self-esteem, and the opportunity to be creative.

In this section, you will find a variety of tools and ideas to help you plan your PE lessons to help students master the art of skipping and all it entails. Students will develop a variety of skills while learning how much fun skipping can be and that it is an important part of many sport programs.



JRFH ACTIVITY	STRAND/ SUB STRAND	CONTENT DESCRIPTION	LINKS TO OTHER LEARNING AREAS	GENERAL CAPABILITIES
<b>Challenge 1:</b> Jump Starters	<b>Movement and Physical Activity:</b> Moving our body	Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)	The Arts- Drama and Dance	<b>NUM-</b> * Recognising and using patterns and relationships * Using spatial reasoning <b>PSC-</b> * Self-awareness * Self-management
<b>Challenge 2:</b> Beginners	<b>Movement and Physical Activity:</b> Moving our body	Perform fundamental movement skills in different movement situations (ACPMP025)	The Arts-Dance Mathematics- Number and Algebra	<b>PSC-</b> * Self-awareness * Self-management
<b>Challenge 3:</b> Intermediate	<b>Movement and Physical Activity:</b> Moving our body	Perform fundamental movement skills in different movement situations (ACPMP025)  Practise and refine fundamental movement skills in different movement situations (ACPMP043)	The Arts- Dance	<b>PSC-</b> * Self-awareness * Self-management
<b>Challenge 4:</b> long rope	<b>Movement and Physical Activity:</b> Understanding movement	Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)  Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)  Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (ACPMP065)		<b>NUM-</b> * Recognising and using patterns and relationships * Using spatial reasoning <b>PSC-</b> * Self-awareness * Self-management <b>CCT-</b> * Generating ideas, possibilities and actions
<b>Challenge 5:</b> Advanced	<b>Movement and Physical Activity:</b> Moving our body	Perform movement sequences which link fundamental movement skills (ACPMP044)  Practise specialised movement skills and apply them in different movement situations (ACPMP061)	The Arts- Dance	<b>PSC-</b> * Self-awareness * Self-management * Social management
<b>Challenge 6:</b> Multiple Ropes	<b>Movement and Physical Activity:</b> Learning through movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMP067)		<b>EU-</b> * Understanding ethical concepts and issues <b>PSC-</b> * Social awareness * Self-management
<b>Challenge 7:</b> Choreography	<b>Movement and Physical Activity:</b> Moving our body	Practise specialised movement skills and apply them in different movement situations (ACPMP061)  Design and perform a variety of movement sequences (ACPMP062)	The Arts- Dance  Mathematics- Number and Algebra	<b>PSC-</b> * Self-awareness * Self-management * Social awareness <b>NUM-</b> * Recognising and using patterns and relationships * Using spatial reasoning



# Selecting the right rope

Before you start teaching your students skipping skills and tricks, you need to show them how to choose the correct rope. You have probably already pulled out your ropes ready for lessons and can now see there a variety of different sized ropes. How do you know which student should use which rope, suitable for their size?

Follow these simple steps:

1. Ask your students to hold the handles of the rope in both hands.
2. Next, ask them to place both their feet in the centre of the rope, continuing to hold the handles with each hand.
3. With both feet planted on the ground, have them hold the handles up towards their shoulders.
4. The handles should sit just below their shoulders – this is the correct sized rope.
5. If the rope is slightly too long, simply tie a knot or two at each end of the rope, just below the handle. This will shorten the rope slightly.

# Correct skipping technique

Next explain correct skipping technique to your students. Use this head-to-toe checklist to analyse the movements and form of a learner, and pinpoint any specific problems.

1. Head – held straight, looking ahead
2. Shoulders – level and straight, not hunched
3. Arms – at about a 90° angle, held slightly forward and extended sideways
4. Wrists – move in a circular wrist action to turn the rope
5. Elbows – held in close to the body
6. Knees – close together with a slight bend.

# Jumping into PE classes

Many teachers wonder how to include skipping in their PE classes. We have two really simple tools to make your PE lessons a success - skills cards (found in your resource kit) and downloadable videos (which you can access [here](#)) these are useful tools to give you flexibility in how to help students take ownership of their lessons.

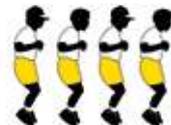


# Challenge 1: Jump starters

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>Skipping at this basic level (jump starters) should be focused on building confidence to try new activities, developing an appreciation for rhythm, body awareness and gross motor skills.</p> <p>To ensure success, make sure skippers are using the right size rope (see instructions page 66).</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping</p>
<p><b>Curriculum Objectives:</b></p> <p><b>ACPMP008</b> Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli</p>	<p><b>General Capabilities:</b></p> <p>NUM</p> <ul style="list-style-type: none"> <li>* Recognising and using patterns and relationships</li> <li>* Using spatial reasoning</li> </ul> <p>PSC</p> <ul style="list-style-type: none"> <li>* Self-awareness</li> <li>* Self-management</li> </ul>
<p><b>Cross Curriculum:</b></p> <p>The Arts- Drama and Dance</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Music CD</li> <li>• CD Player</li> <li>• Interactive Whiteboard (optional)</li> <li>• Skipping Ropes</li> </ul>



# Challenge 1: Jump starters

SKILL	TEACHING TIPS	ACHIEVED
Jumping to music 	Play some fun music and jump with both feet together in time with music.	/ /
Jumping games 	Mimic animal jumping movements to replicate the need to jump with both feet together. Think of native animals – kangaroo and bilby are our favourites! Jumping relays are fun warm ups.	/ /
Jumping down the line 	Play games and warm up activities focused around jumping down a line with both feet together. Tennis courts are great for this! This will help prepare jump starters for skipping in a long rope.	/ /
Walking skip 	Practise the movement pattern of arms, then feet. Identify the need to move arms over skippers' heads before they attempt to step or jump over the rope.	/ /
Skipping chants 	Recite skipping chants to encourage jumping in time with the music. See our skipping chants section for some fun chant ideas.	/ /

## Extension:

Don't be afraid to try long rope jumping with your Jump Starters. The most important skill is the turning of the rope, ensuring the turner moves to catch the students – wherever they decide to jump! See the long rope card with more tips on starting the long rope.

Once your jump starters have mastered the walking skip, get them to try increasing the speed and distance to build up confidence.

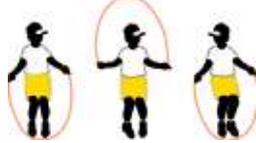
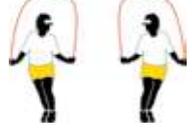


# Challenge 2: Beginners

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>When first learning these skills we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills. Make sure the rope is the correct size for the skipper and arms are kept down low on their sides. Skippers will be deemed competent in this level once they can confidently perform the skill in eight successive beats.</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping</p>
<p><b>Curriculum Objectives:</b></p> <p>ACPMPO25 Perform fundamental movement skills in different movement situations</p>	<p><b>General Capabilities:</b></p> <p>PSC</p> <ul style="list-style-type: none"> <li>* Self-awareness</li> <li>* Self-management</li> </ul>
<p><b>Cross Curriculum:</b></p> <p>The Arts-Dance</p> <p>Mathematics- Number and Algebra</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>



# Challenge 2: Beginners

SKILL	TEACHING TIPS	ACHIEVED
<b>Single Bounce</b> 	Jump with both feet together. Try jumping in time to the beat of a song.	/ /
<b>Double Bounce</b> 	Jump the rope once, followed by a small rebound bounce.	/ /
<b>Skier</b> 	Practise jumping side to side along a marked line. Remember: little jumps.	/ /
<b>Bell</b> 	Count the beat: 1, 2, 1, 2 as the skipper jumps forwards and backwards.	/ /
<b>Side Swing</b> 	Hold hands together in front of body and practise the motion of rowing a boat as you swing the rope to each side of your body.  Some skippers may need assistance to mimic this motion.	/ /
<b>Face to Face</b> 	Start close and facing each other. Learn to skip in time and communicate with each other.	/ /

## Extension:

Try altering the pace and direction of the rope – skippers can even combine skills to create their own foot patterns!

Partner skills: Practise running in and out, turning around and touching the ground.

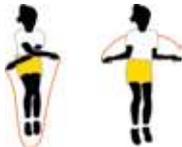
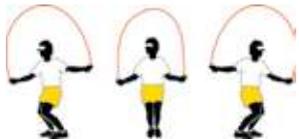
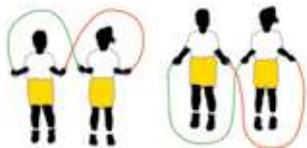


# Challenge 3: Intermediate

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<b>Lesson Objective:</b>	<b>The Arts- Drama and Dance</b>
When first learning these skills we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills. The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.	Locomotor skills - Jumping, skipping, balancing, hopping
<b>Curriculum Objectives:</b>	<b>General Capabilities:</b>
<b>ACMPMP025</b> Perform fundamental movement skills in different movement situations	PSC
<b>ACMPMP043</b> Practise and refine fundamental movement skills in different movement situations	* Self-awareness * Self-management
<b>Cross Curriculum:</b>	<b>Resources:</b>
The Arts-Dance	<ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>



# Challenge 3: Intermediate

SKILL	TEACHING TIPS	ACHIEVED
<b>Criss Cross</b> 	<p>Hug your hip, ensuring hands are clear to the side.</p> <p>Glue feet to the ground to practise the arm movement – before adding a jump.</p>	/ /
<b>Twister</b> 	<p>Keep arms low to the side and maintain a normal arm pattern as you twist!</p>	/ /
<b>Jogging Step</b> 	<p>Play music with a great beat and jog in time with the music. Try to lift one foot at a time for each rope turn.</p>	/ /
<b>Link Jumping</b> 	<p>Start with a longer rope for each skipper.</p> <p>Stand directly beside each other and communicate the pace and timing for each jump.</p>	/ /
<b>180° Turn</b> 	<p>Practise a side swing and follow the rope around until you are facing the opposite direction.</p> <p>Make sure hands are brought together as you make the turn.</p> <p>Arms need to be opened wide before you start skipping backwards.</p>	/ /
<b>Face to Face</b> 	<p>Start close and facing each other. Learn to skip in time and communicate with each other.</p>	/ /

## Extension:

Try these skills backwards and increase the pace from double to single bounce.



# Challenge 4: Long rope

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>There are a range of games and skills you can practise with a long rope. Long rope skipping is a great way to encourage teamwork and is great for confined spaces.</p> <p><b>Tips:</b> Make sure you always turn the rope towards the skipper. Skippers should enter and form a line directly beside the turner.</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping, balancing, hopping, running</p>
<p><b>Curriculum Objectives:</b></p> <p><b>ACMPM029</b> Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</p> <p><b>ACMPM047</b> Combine the elements of effort, space, time, objects and people when performing movement sequences</p> <p><b>ACMPM065</b> Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences</p>	<p><b>General Capabilities:</b></p> <p>NUM</p> <ul style="list-style-type: none"> <li>* Recognising and using patterns and relationships</li> <li>* Using spatial reasoning</li> </ul> <p>PSC</p> <ul style="list-style-type: none"> <li>* Self-awareness</li> <li>* Self-management</li> </ul> <p>CCT</p> <ul style="list-style-type: none"> <li>* Generating ideas, possibilities and actions</li> </ul>
<p><b>Cross Curriculum:</b></p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Tape to mark the floor</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>



# Challenge 4: Long rope

LEVEL	TEACHING TIPS	ACHIEVED
Jump starters	<p>Start in the middle of the rope.</p> <p>Skippers watch the rope go over their head as a cue for when to jump.</p> <p>Teachers can assist by varying the pace of the rope to catch the skipper as well as calling out when to jump.</p>	/ /
Level 1	<p>Stand directly beside the teacher with two marked areas: one for where to start and one for where to run to.</p> <p>Place a hand on the back of the skipper and encourage them to enter the rope with a light push.</p> <p>Once they reach the second mark – JUMP!</p>	/ /
Level 2	<p>Skippers should be able to run in and out of the ropes independently, performing a few jumps down the rope before exiting.</p> <p>Try a figure of eight and build up to increase speed and endurance.</p>	/ /
Level 3	<p>Don't miss a beat – skippers should aim to have someone in the rope every time the rope is in the air.</p>	/ /
Level 4	<p>Include equipment and challenge skills such as push ups and touching the ground.</p>	/ /



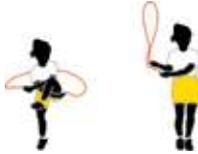
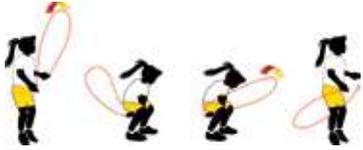
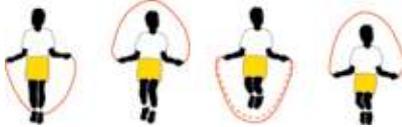
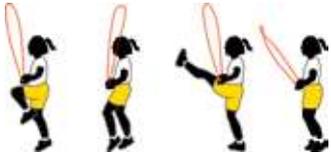
# Challenge 5: Advanced

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>When first learning these skills, we encourage skippers to practise without a rope in order to develop confidence in the basic movement before integrating the arm skills. Beginning slowly is the key!</p> <p>The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping, balancing, hopping</p>
<p><b>Curriculum Objectives:</b></p> <p><b>ACPMP044</b> Perform movement sequences which link fundamental movement skills</p> <p><b>ACPMP061</b> Practise specialised movement skills and apply them in different movement situations</p>	<p><b>General Capabilities:</b></p> <p>PSC</p> <ul style="list-style-type: none"> <li>* Self-awareness</li> <li>* Self-management</li> <li>* Social-management</li> </ul>
<p><b>Cross Curriculum:</b></p> <p>The Arts-Dance</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>

The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.



# Challenge 5: Advanced

SKILL	TEACHING TIPS	ACHIEVED
Up & Under (Pretzel) 	Make sure you put the same arm under the same leg. Practise 'getting stuck' with your arm under the leg and swinging both arms over your head and to the side to get out. Perform a few side swings before recommencing the skill.	/ /
Up & Under Cross 	Practise criss cross arm skills before attempting to raise your leg. One arm should be over the leg and one under.	/ /
Dipsy Doodle 	Keep legs apart, hands to the ground then drag and flick the rope back over your body. Once the rope is overhead, jump and start skipping backwards!	/ /
Double Under 	Start with a single bounce. Count this skill using 1, 2, 3, 4 – double. On 'double' take a higher jump and increase wrist speed.	/ /
Can Can 	Start with a normal bounce then lift knee up, knee down, kick out and come back in. Repeat on the other leg.	/ /
Face to Face 	Start close and facing each other. Learn to skip in time and communicate with each other.	/ /

## Extension:

Try performing the skill on each side of your body. Why not try to perform them faster!



# Challenge 6: Multiple ropes

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>he key to ensuring success with multiple long ropes is using ropes of the same length with strong turners. Skill development should be focused on turning with confidence; watching the skipper for cues on pace, entering and exiting, and the movement direction of the skipper. Slow the ropes down to ensure success and remember to let go of the rope if a skipper gets caught.</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping, balancing, hopping</p>
<p><b>Curriculum Objectives:</b></p> <p><b>ACPMP044</b> Perform movement sequences which link fundamental movement skills</p> <p><b>ACPMP061</b> Practise specialised movement skills and apply them in different movement situations</p>	<p><b>General Capabilities:</b></p> <p>EU</p> <p>* Understanding ethical concepts and issues</p> <p>PSC</p> <p>* Self-awareness</p> <p>* Self-management</p> <p>* Social-management</p>
<p><b>Cross Curriculum:</b></p> <p>The Arts-Dance</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>

Skill development should be focused on turning with confidence; watching the skipper for cues on pace, entering and exiting, and the movement direction of the skipper.

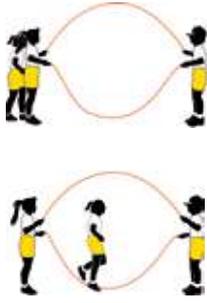
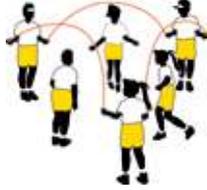
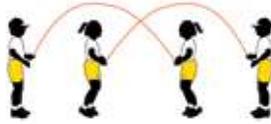
Slow the ropes down to ensure success and remember to let go of the rope if a skipper gets caught.

## Extension:

Try performing the skill on each side of your body. Why not try to perform them faster!



# Challenge 6: Multiple ropes

SKILL	TEACHING TIPS	ACHIEVED
<p>Egg Beater</p> 	<p>Place the strongest turners' rope on the bottom to lift the other rope.</p> <p>Always turn the ropes towards the skipper.</p> <p>Mark on the ground where the skippers should jump.</p> <p>Demonstrate the 'safe' jumping zones to avoid getting hit by the ropes.</p>	<p>/ /</p>
<p>Double Dutch</p> 	<p>Start with ropes tight and not touching the ground. Begin turning with small circles into the middle of your body – walk towards each other until both ropes hit the ground.</p> <p>Stand directly beside turner.</p> <p>Watch the rope that is closest to you. When it passes your head a large jump needs to be taken, followed by fast little jumps – another method is to watch when the rope furthest away from you hits the ground as a cue to enter.</p>	<p>/ /</p>
<p>Triangle</p> 	<p>Start with three turners holding the ropes in position, ensuring equal distance between each rope.</p> <p>Ropes should be turned into the middle to make it easier for the skipper to move between each rope.</p> <p>If the skipper has difficulty moving between ropes in one jump, encourage them to jump in front of the turner, waiting a few beats before they re-enter the rope.</p>	<p>/ /</p>
<p>Springer</p> 	<p>Make sure the skipper enters and exits the formation from the same direction.</p> <p>Mark on the ground where the skippers should start skipping and move to when executing the skill.</p> <p>Walk through the skill before attempting while skipping.</p>	<p>/ /</p>
<p>Can Can</p> 	<p>Start with a normal bounce then lift knee up, knee down, kick out and come back in. Repeat on the other leg.</p>	<p>/ /</p>
<p>Face to Face</p> 	<p>Start close and facing each other. Learn to skip in time and communicate with each other.</p>	<p>/ /</p>



# Challenge 7: Choreography

Strand: Movement and Physical Activity	Sub Strand: Moving our body
<p><b>Lesson Objective:</b></p> <p>This level is flexible in length and could run across two weeks of classes.</p> <p>Putting together a skipping routine is a great way to give ownership of the program to your skippers and provide some fantastic Jump Off Day entertainment. Routines can be performed with any ability level, using the skills they can confidently perform and some of our great skipping music.</p> <p>Encourage skippers to start making routines in small, manageable groups. We recommend no more than five skippers per group.</p> <p>Below we have listed eight key considerations when putting together a skipping routine.</p>	<p><b>The Arts- Drama and Dance</b></p> <p>Locomotor skills - Jumping, skipping, balancing, hopping, running</p>
<p><b>Curriculum Objectives:</b></p> <p><b>ACPMP061</b> Practise specialised movement skills and apply them in different movement situations</p> <p><b>ACPMP062</b> Design and perform a variety of movement sequences</p>	<p><b>General Capabilities:</b></p> <p>PSC</p> <ul style="list-style-type: none"> <li>* Self-awareness</li> <li>* Self-management</li> <li>* Social-management</li> </ul> <p>NUM</p> <ul style="list-style-type: none"> <li>* Recognising and using patterns and relationships</li> <li>* Using spatial reasoning</li> </ul>
<p><b>Cross Curriculum:</b></p> <p>The Arts-Dance</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Skipping Ropes</li> <li>• Music CD (optional)</li> <li>• CD Player (optional)</li> </ul>



# Challenge 7: Choreography

<b>Music</b>	Select upbeat music that students love – see our music CD for some great skipping tunes.
<b>Map the song</b>	Count the beats of the song into groups of eight. Practise playing different songs and encouraging students to shout ‘eight’ aloud every time they have counted eight beats. Once they can hear the groups of eight in any given song, start encouraging the skippers to write the number ‘eight’ on a piece of paper every time they hear a group of eight beats.
<b>Skills</b>	Keep skills simple and within students’ ability level – skills can always be modified once skippers gain confidence and increase their ability. Simple skills performed in time with music and with limited errors look fantastic! Remember to give skippers more time than you think they will need.
<b>Ropes</b>	Vary the use of individual, partner and long rope skills. Set challenge tasks for some of your skippers. For example, one group can perform the long rope skills and incorporate equipment and advanced skills like push ups.
<b>Transitions</b>	Think about how skippers will transition between skills, allowing time to move onto each section. Try to vary the skippers you use for each section so they don’t have to perform skipping back-to-back.
<b>Formations</b>	Think about where the skippers will stand to start and finish skipping. Use dots or crosses to mark where each skipper should stand in the group.
<b>Poses</b>	Encourage skippers to identify a beginning and ending pose. <ul style="list-style-type: none"><li>• Which way will the skippers be facing?</li><li>• Will they be standing or crouching?</li></ul>
<b>Team roles</b>	It’s really useful to nominate someone as the counter to count aloud the beats of eight. Counting aloud the beats allows the group to practise without music and time how long each skill takes to perform.

## Extension:

Once your skippers can perform their section with confidence, encourage them to move within their formations and travel as they skip! Groups moving forward and backwards together add a new dimension to any routine.

We’ve found it really helpful to select skills for them to integrate in the routine, based on our skills cards. Once the skippers have perfected a skill level confidently they can include them in their routine.

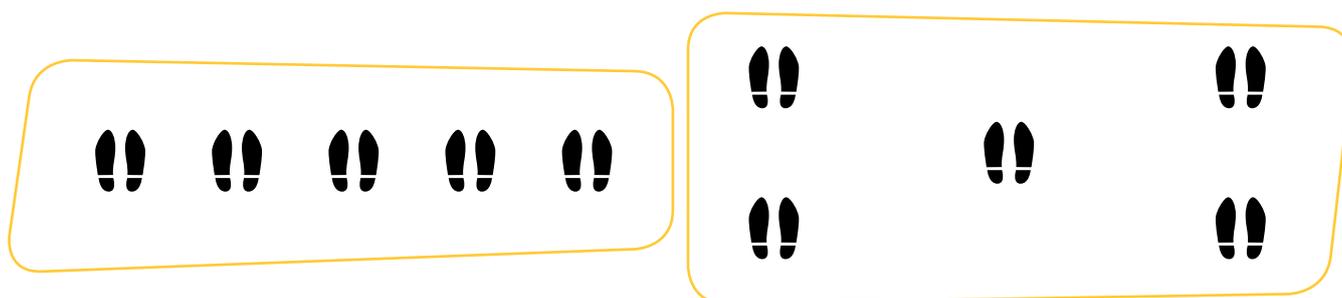


# Mapping worksheet

After you have mapped the song to counts of eight, decide how many counts of eight you would like to perform for. Now you are ready to create your own choreography group card – use the blank group card below to create your own routine.

**Skills:** Fill in the skills you would like to perform for each count of eight – make sure you allow more time than you think you need.

**Formations:** Work out the formation for skippers to stand in. Examples for five skippers could include the following:



8

8

8

8

8

8

8

8

8

8



# Example group sections

## Group 1

8 Side Swing

---

8 Single Bounce

---

8 Bell

---

8 Skier

---

8 Leg Swing (slow)

---

8 Leg Swing (fast)

---

8 Single Bounce

---

8 Criss Cross by 2 (slow)

---

## Group 2

8 Side Swing

---

8 Single Bounce

---

8 Single Bounce moving forward

---

8 Single Bounce moving backwards

---

8 Scissors (slow)

---

8 Scissors (fast)

---

8 Single Bounce

---

8 Criss Cross by 2 (slow)

---



# Example group sections

## Group 3: Long rope

8 Turning the rope

---

8 Figure 8

---

8 Figure 8

---

8 Figure 8

---

8 Build Up

---

8 Build Up

---

8 Build Up

---

## Group 4

8 Double Bounce

---

8 Single Bounce

---

8 Heel–Toe

---

8 Heel–Toe

---

8 Single Bounce with 180° Turn

---

8 Backward Skipping Single Bounce

---

8 Double Bounce

---

8 Backward Criss Cross by 2 (slow)

---



# Skipping Chants



Skipping to music is great but skippers also love popular skipping rhyme and chants. Below are a few of our favourites to get skippers jumping!

## CHANT

## LYRICS

### Teddy Bear



Teddy Bear, Teddy Bear, turn around,  
Teddy Bear, Teddy Bear, touch the ground,  
Teddy Bear, Teddy Bear, show your shoe,  
Teddy Bear, Teddy Bear that will do!  
Teddy Bear, Teddy Bear, go upstairs,  
Teddy Bear, Teddy Bear, say your prayers,  
Teddy Bear, Teddy Bear, turn out the lights,  
Teddy Bear, Teddy Bear, say goodnight!

### All in Together Kids



All in together kids,  
It's fine weather kids,  
When is your birthday?  
Please jump in!  
January, February, March, April, May, June, July, August, September,  
October, November, December  
All out together kids,  
It's fine weather kids,  
When is your birthday?  
Please jump out!  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, etc.

### Cinderella



Cinderella, dressed in yellow,  
Went upstairs to kiss a 'fella,  
Made a mistake and kissed a snake,  
How many doctors did it take?  
(Keep counting in skippers till someone makes a mistake.)

### Doctor Doctor



I had a little puppy.  
His name was Tiny Tim.  
I put him in the bathtub, to see if he could swim.  
He drank all the water, he ate a bar of soap.  
The next thing you know he had a bubble in his throat.  
In came the doctor, (person jumps in)  
In came the nurse, ( person jumps in)  
In came the lady with the alligator purse. (person jumps in)  
Out went the doctor. (person jumps out)  
Out went the nurse. (person jumps out)  
Out went the lady with the alligator purse. (person jumps out)

### Teacher



Here comes the teacher with her big black stick.  
Now it's time for arithmetic!  
1 plus 1 is ... (the child in the middle adds up the numbers)  
2 plus 2 is ...  
Now it's time for spelling!  
CAT is ... C-A-T! etc. etc.



# Common problems for beginners

## COMMON PROBLEMS FOR BEGINNERS

## TIPS ON HOW TO COMBAT PROBLEMS

Difficulty maintaining rhythm with jumps

Practise jumping:

- to a drum beat or hand clap
- like a kangaroo, a hopping mouse, a giant
- along a line, in and out of hoops lying flat on the ground
- to music with a strong even beat
- alongside a proficient skipper
- in pairs, following the leader or holding hands.

Difficulty mastering turning the rope and jumping at the same time with individual skipping

Break the skill down into different stages such as:

- Practise rebound jumping without the rope.
- Practise turning the rope forward and backward.
- Remind students that rope must touch the ground before they jump.
- Practise combining steps 1 and 2, making it progressively quicker each time.

Difficulties turning a long rope

Turning technique:

- Turn rope towards the jumper.
- Turners stand on a line.
- Grip rope with thumb on top.
- Match jumpers' rhythm.
- Use mainly the wrist and forearm at waist height.

Trouble skipping on the spot

- Keep head up and shoulders back.
- Encourage eye contact on a spot on the wall (to keep head up).
- Mark spot on the ground as a reference point.
- Practise without the rope.

Difficulty turning an individual rope

Ensure correct starting position:

- Hold handles in each hand.
- Ensure hands are held in front of the body with the rope resting on the back of the ankles.
- Take the elbows and wrists back in a circular motion, turning the rope overhead.
- Finish the turn with the rope falling at the toes.

Attempting to jump at incorrect times while skipping in an individual or long rope

Cue students to wait until the rope is near feet before jumping: 'wait ... wait ... wait ... jump!'

Encourage peer interaction and use good student examples.



# Skills

The checklist below is provided to help you and your students' progress in a natural order when learning skills, starting with entry-level skills at the left progressing to the more complex skills. Use our skipping skills cards or show students the video footage to show skills.

SINGLE ROPE SKILLS – BASIC	SINGLE ROPE SKILLS – INTERMEDIATE
<input type="checkbox"/> Jump – Bounce (Double Bounce)	<input type="checkbox"/> Leg Swing
<input type="checkbox"/> Basic Jump (Single Bounce)	<input type="checkbox"/> Peek-a-Boo
<input type="checkbox"/> Backward Jump	<input type="checkbox"/> Kick Swing
<input type="checkbox"/> Skier	<input type="checkbox"/> Can Can
<input type="checkbox"/> Bell	<input type="checkbox"/> Behind-the-Back Pass
<input type="checkbox"/> Twist	<input type="checkbox"/> Under the Leg Pass
<input type="checkbox"/> Advanced Twist	<input type="checkbox"/> Combined Pass Series
<input type="checkbox"/> Side Swing	<input type="checkbox"/> Criss Cross
<input type="checkbox"/> One-Handed Side Swing (Twirl)	<input type="checkbox"/> Continuous Forward Cross
<input type="checkbox"/> Forearm Wrap	<input type="checkbox"/> Backward Criss Cross
<input type="checkbox"/> Double Side Swing and Jump	<input type="checkbox"/> Continuous Backward Cross
<input type="checkbox"/> Single Side Swing and Jump	<input type="checkbox"/> Side Swing Cross (Matador)
<input type="checkbox"/> Continuous Side Swing Open	<input type="checkbox"/> Continuous Side Swing Cross
<input type="checkbox"/> Side Straddle	<input type="checkbox"/> Backward Side Swing Cross
<input type="checkbox"/> Scissors (Forward Straddle)	<input type="checkbox"/> Side Swing Cross 360°
<input type="checkbox"/> Straddle Cross	<input type="checkbox"/> Criss Cross Switch
<input type="checkbox"/> Switches	<input type="checkbox"/> Squat
<input type="checkbox"/> Jogging Step	<input type="checkbox"/> Forward 180° Turn
<input type="checkbox"/> Heel to Heel	<input type="checkbox"/> Backward 180° Turn
<input type="checkbox"/> Toe to Toe	<input type="checkbox"/> Combination Forward and Backward 180° Turns
<input type="checkbox"/> Heel-Toe	<input type="checkbox"/> Double Under



# Using the skills cards

These are easy-to-use cards which give you endless opportunities to imbed a variety of skipping into your PE lessons, the way you would like, creating flexibility and variety. Each card shows a separate skill from basic or intermediate to advanced level. Students need to master good technique in the basic jump before attempting new skills. The skills cards are also split into individual skills, partner skills and long rope skills. To enhance learning, make use of the teaching tips and verbal cues provided for teaching each skill.

Our downloadable [video clips](#) showcase a variety of tricks and skills. Use these video clips to inspire your students and as a way to illustrate the more challenging tricks.

To get the most out of your skipping program encourage students to select skills that they would like to master and take ownership of their learning. The following two examples are great ideas of how to include these cards and posters into your lessons.

## Example 1: Mastering the art of skipping (suitable for all ability levels)

### Start of lesson

Make sure students warm up with a fun game or activity.

### Starting basic skills

- Place a mixture of the basic skills single/partner cards around the room and tell the students to get into small groups (maximum of six students)
- Students have 10 minutes to teach themselves and the others in their group how to do that trick
- Students rotate around the room in their groups, teaching themselves and each other different tricks
- The number of tricks they get through will be based on how much time you have.

### Basic long rope skills

Choose one long rope card and have a go with the students.

### Finishing the lesson

- Ask students to tell you a single/partner trick they found hard to master during the lesson
- Go through this trick with the whole class
- Make sure students stretch adequately at the close of every lesson.

This type of lesson can be done for a number of weeks while the students are mastering skills and teaching each other.

For older students, you can use the intermediate or advanced skills cards too. Students can then start working on their routines at the end of the unit.



## Example 2: Mixing skipping with sports (advanced)

Many sports use skipping in their training to help their players increase their fitness. Some great ideas of how to mix skipping with different sports in your PE classes are:

- **Soccer:** students can practise bouncing soccer balls with their knees. With the rope: they should practise running with high knees while using the skipping rope.
- **Netball/basketball:** students practise passing the ball to each other. With the rope: students jump in the long rope and attempt to catch the ball, bounce the ball or pass the ball back out of the rope.
- **Boxing:** students practise different boxing techniques with the gloves and the bags. With the rope: Students can include a variety of skipping tricks in between punches with the bag or mitts with a partner.

These are just a few examples of different sports and how skipping can be included. Have a think about some other sports. How might you include skipping in your training for these sports?

## Example 3: How to incorporate these ideas into a lesson

- Place a number of the skills cards around the room in a circuit format. Make sure the correct number of ropes or types of ropes (short/long) are with the appropriate cards
- In between each skipping station, place some sports equipment. Choose sports where skipping would be a great option for the players to use in their training. Use some of the ideas mentioned earlier
- Students work through the circuit, mastering the different skills and thinking about the different sports and why skipping is important
- Make sure students cool down appropriately at the end of the lesson with proper stretches.

